Sept. 26, Oct. 3, 1984 Not Filmed

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**REFORMING**
A federal judge has ruled that the Maryland legislature had a right to reform the state's public employees' retirement system, despite arguments by a teachers' union that changes would violate a contractual agreement.

**See Page 5.**

**WRITING**
New York City has instituted a $250,000 elementary-school writing program designed to foster in beginning writers a love for language and a sense of responsibility for their craft by stressing writing, rewriting, and editing.

**See Page 10.**

**GIVING**
A survey has found that overall giving to independent schools was down in 1982-83. But annual giving, gifts made by alumni and others in response to annual solicitations and usually applied to schools' operating budgets, was up.

**See Pages 14 and 15.**

# EDUCATION WEEK

*American Education's Newspaper of Record* Volume IV, Number 6 · October 10, 1984
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*From the TV Market to the Grocery Market*

## Schools Wooing Public With Media Campaigns

By Anne Bridgman

A New York City civic alliance has launched an aggressive, privately financed marketing campaign on behalf of the city's public schools. The $90,000 drive will feature full-page advertisements in major newspapers and magazines, videotape presentations in department stores in each of the five boroughs, posters on 3,000 public-transit buses, and a week-long celebration of students' academic achievements.

In California, Safeway Stores Inc., the grocery-store chain, has distributed throughout the state 12 million shopping bags emblazoned with a "Parents Are Teachers Too" logo as part of a campaign by the state department of education to encourage parental involvement in education.

And the National Association of Secondary School Principals last month sent to its 34,000 members a kit of pamphlets, posters, bumper stickers, decals, and T-shirt order forms based on the theme, "Education . . . a sound investment in America."

Such tactics are part of a growing effort by public schools and community and business groups to increase public support. Hoping to strengthen as well as benefit from the current national interest in schools, educators are also increasingly turning to television spots and radio public-service announcements, the publication of polished annual reports, and other communications strategies to reach out to their local taxpayers—an increasing number of whom are not parents.

The new stress on public-information activities has developed from school leaders' perception that, in the words of Claire

*Continued on Page 14*

## Rights Bill Dies As Senate Moves To End Session

*Opponents Use Tactics of Delay Against Measure*

By James Hertling

WASHINGTON—The civil-rights bill fashioned to nullify the U. S. Supreme Court's narrow interpretation of the federal law barring sex discrimination in education died in the Republican-controlled Senate last week, the victim of a procedural morass and successful delay tactics by its opponents.

Legal experts said the effect of the bill's defeat on school-related civil-rights complaints was uncertain, but federal civil-rights officials have already indicated that only impact aid would be viewed as triggering coverage for an entire school district under the Supreme Court's interpretation.

Last week's delay tactics in the Senate caused the collapse of the bipartisan coalition that had supported the proposed civil-rights act of 1984. Its main Republican sponsor, Senator Bob Packwood of Oregon, accepted a G.O.P.-sponsored compromise, which was rejected by Senator Edward M. Kennedy of Massachusetts, the bill's leading Democratic sponsor. Objections by Senator Kennedy and others prevented the compromise from reaching the Senate floor.

The Senate voted mainly along party lines to kill the original civil-rights measure, a move offered by Senator Packwood to try to clear the way for the compromise. The bill had been attached as a rider to the emergency money bill for fiscal 1985 that had to be passed by last Thursday to keep the Education Department and most other

*Continued on Page 17*

## Judge Assigns Class-Action Status to School Asbestos Suit

*Case May Provide Means of Recovering Cleanup Costs*

By Lynn Olson

In a long-awaited ruling that affects every school district in the nation, a federal district judge in Philadelphia has granted class-action status to a lawsuit by several school districts against 54 asbestos manufacturers.

The decision by U. S. District Judge James M. Kelly in effect creates a case in which all school districts in the country are represented unless they choose not to be. Since last spring, when Judge Kelly was asked by the districts in the case to rule on the class-action question, nearly all litigation by school districts against asbestos firms has been on hold. *(See Education Week, Oct. 3, 1984.)*

The lawsuit, *In Re: School Asbestos Litigation*, provides schools and school districts with a potential means for recovering costs associated with cleaning up asbestos in their buildings. It is the first nationwide class action involving manufacturers' liability for property damages due to the presence of asbestos products in public or private structures.

The suit began in the winter of 1983, when three public school districts in Pennsylvania and one in South Carolina decided to sue all of the major producers of asbestos construction and insulation products in the nation's schools, as well as the principal suppliers of raw asbestos, for the cost of removing or covering asbestos-containing materials in their buildings. The suit also seeks direct abatement action by the industry for remaining asbestos problems, continued maintenance of contained asbestos left in schools, and medical surveillance to identify and monitor children and school employees who may have been exposed to school asbestos.

"In my view the school-asbestos litigation is uniquely suitable to class-action treatment," Judge Kelly wrote in his Sept. 28 decision. "Instead of hundreds of thousands of school-asbestos cases in separate forums, the litigation would be concentrated in a single forum, thereby economizing litigation expenses."

### 'Extremely Important' Ruling

Herbert B. Newberg, a lead counsel for the plaintiffs, said the class-action decision "is an extremely important one" that protects the rights of schools that do not want

*Continued on Page 16*

## Supreme Court Hears Arguments in N.J. Student-Search Case

By Tom Mirga

WASHINGTON—Although public-school students retain their rights under the Fourth Amendment when they enter the schoolhouse door, they are not exempt from searches by school officials if they are "reasonably" suspected of having violated school rules, a lawyer for New Jersey told the U. S. Supreme Court last week.

Education systems "cannot properly operate" if school officials are required to abide by the same standard that courts have set for police officers for deciding when a search is permissible, Allan J. Nodes, deputy state attorney general, told the Justices during arguments in *New Jersey* v. *T. L. O.* (Case No. 83-712), a lawsuit that could produce one of the most important decisions in years regarding the rights of students.

**Other Court actions on page 12.**

"This Court should be looking for a common-sense approach to what teachers face day in and day out trying to maintain discipline in their classrooms," he said.

Last week's arguments marked the second time this year that the Court has examined the case, which began in 1980 when a Piscataway, N. J., high-school teacher caught a student smoking in a restroom in violation of school rules.

When the student, identified in court papers as T. L. O., was brought before an assistant principal, she denied that she had been smoking and further claimed that she did not smoke at all. The assistant principal asked for her purse, examined it, and found not only a pack of cigarettes but also a small quantity of marijuana and materials indicating that she had sold the drug in school.

*Continued on Page 17*

## IN SUMMARY

**Progress Report in Boston**
A two-year-old "compact" between Boston businesses and the city's public schools has helped raise test scores and reduce absenteeism, but it has affected the dropout rate only slightly. **Story on Page 6.**

**Satisfaction Guaranteed**
The University of Virginia's Curry School of Education, in response to recent criticism of education schools, has announced that it will "guarantee" the performance of its graduates. **Story on Page 8.**

**Underdeveloped Talent**
Schools are failing to nurture the science and mathematics talents of many students, according to educators surveyed by the Science Service and the Westinghouse Electric Corporation. **Story on Page 8.**

**Divergent Conclusions**
Two federal courts, one in Massachusetts, the other in Virginia, have reached divergent conclusions over whether a school must provide round-the-clock care for special-education students. **Story on Page 9.**

**Docket Additions**
The U. S. Supreme Court has added education cases to its docket, including a challenge to an Oklahoma law allowing schools to fire teachers who advocate or practice homosexuality. **Story on Page 12.**

**An Approving Look Back**
The Reagan Administration's top civil-rights official applauds the Supreme Court's rulings in the term that ended last July for their support of "the rights of individuals." **Story on Page 12.**

**Budget Business**
Congressional conferees approved $17.6 billion in education funding last week, but the Education Department shut down temporarily as lawmakers worked on a massive spending bill. **Story on Page 13.**

**Excellence Without Equity?**
A coalition of 50 groups representing 7 million women and minorities has charged that the excellence movement is "implicitly" ignoring or rejecting the goal of equity in education. **Story on Page 13.**


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# THE WEEK

## FEDERAL

### Incidence of Mumps Continues To Fall, Health Agency Says

The incidence of mumps in the United States during the first 37 weeks of this year is down 13.5 percent from the same period a year ago, with two states and the District of Columbia reporting no cases of the infectious disease at all, the Centers for Disease Control reports.

According to the public-health agency, 2,113 cases of mumps were reported by the week ending Sept. 15. During the same period in 1983, 2,443 cases were reported.

The decrease in the cases of mumps in recent years can be attributed in part to the effectiveness of immunization laws that require students to obtain mumps and other vaccinations before they enter public schools, according to a C.D.C. report.

"Based on 1982 data, the reported mumps-incidence rate for states that required proof of mumps immunity for school entry was one-half that for the 19 states without such a law," according to the public-health agency.

"Further declines in the reported mumps-incidence rate can be expected as more children entering school are required to provide proof of mumps immunity for school attendance," the C.D.C. concludes.

### Schools Receive National Award for Vocational Programs

The Education Department has recognized 10 schools for their exemplary programs in vocational education.

According to a spokesman for the department, the schools were selected last month from high schools and junior colleges nominated by state education departments and judged by 10 regional evaluation teams. The final selection of one award-winning school for each of the regions was made by the Education Department and approved by Secretary of Education Terrel H. Bell.

Selection criteria for the "Secretary's Awards for Outstanding Vocational Education Programs" include hands-on experience in shops or at work sites; cooperation with business, industry, and labor; and the job-placement rate of graduates.

The projects cited by the recognition program, now in its fourth year, include a forestry program in which high-school students operate a forestry business and use computers to solve fire problems and measure timber; a program that teaches high-school juniors and seniors food-service and restaurant management; and a 750-student magnet school that offers job training in 23 health areas and a complete academic curriculum.

The award-winning schools are: Enfield (Conn.) Public Schools; BOCES Southern Westchester in Valhalla, N. Y.; Luzerne County Community College in Nanticoke, Pa.; Okaloosa-Walton Junior College in Niceville, Fla.; Elgin Community College in Elgin, Ill.; Houston Independent School District; Ellsworth Community College in Iowa Falls, Iowa; Warren Occupational Technical Center in Golden, Colo.; Kapiolani Community College in Honolulu; and School District 13 in North Bend, Ore.

## NATIONAL

### I.B.M. Announces Expanded Training For School Leaders

The International Business Machines Corporation has decided to expand its "Education Executive Program," an effort begun last May to help school officials with their personnel and financial planning.

An additional 1,000 administrators from 175 school systems in the vicinity of I.B.M. plants and branch offices nationwide will be offered one week of training at the computer company's Southbury, Conn., conference center during the 1984-85 school year. I.B.M. will provide the training without charge but will not pay travel expenses.

Like the 300 administrators who participated in the program over the summer, the new group will attend workshops on such topics as financial planning, management strategies, and the administrative use of computers.

"We want to provide the same kinds of management training that have proven successful for I.B.M. and the private sector," said Dianne J. Lucca, a spokesman for the company.

"We felt it has made good sense for us to support education in areas where we work," she added. "The program has been very well received and we thought it would be natural to extend it."

Forty-one sessions will be held at the conference center. Each one will be attended by approximately 25 administrators, who will be chosen by their local superintendent of schools.

## STATES

### Business Leaders In Alabama Criticize Education System

Alabama's business community is generally displeased with the state's public-education system, although businessmen say recent moves toward school reform are a step in the right direction, according to the results of a recent survey of more than 120 Alabama businessmen and leaders in education and industrial development.

Public education was one of six major "business-climate weaknesses" cited in the report, "State of Alabama: Comparative Business Climate Analysis." The $85,000 study was commissioned by state officials to inventory the state's weaknesses related to economic development, according to Michael B. McCain, assistant director of the Alabama Office of Development.

The 123-page document revealed that 71 percent of those surveyed called public education in Alabama "substandard." According to a consultant with Fantus Company, the New Jersey firm that conducted the analysis, those surveyed were dissatisfied with the quality of teachers, the curriculum, and school facilities.

And although the industry representatives surveyed also expressed "general satisfaction" with the state's current high-school vocational-education programs, they suggested that the state identify and implement educational programs "to prepare graduates to cope with emerging technologies in manufacturing and white-collar industries."

Based on the survey findings, authors of the report suggested that state officials arrange additional funding methods for some postsecondary institutions; develop a "master plan" to support colleges and universities; set up retraining programs for displaced workers; and examine the "current educational philosophy and spending efficiency."

### Mississippi Plans Smaller Classes In Early Grades

The newly appointed Mississippi Board of Education voted 6 to 1 last month to eliminate, as of next school year, all exemptions to a 1972 state law limiting class size to 27 students in grades 1-4.

In the past, Mississippi's former three-member state board had exempted many school districts from the law, said Yvonne C. Dyson, supervisor of accreditation of elementary schools for the state education department.

But the new board members—who assumed their positions July 1

# 6th Grader Sparks Campaign For Homeless in Philadephia

By Vernon Loeb
Special to Education Week

PHILADELPHIA—What started as a donation by a 6th grader of a pillow and a blanket to a homeless man here has turned into a full-fledged campaign for this city's homeless.

In the process, the dramatically mushrooming operation—complete with television attention and talk of movie and book deals—has turned the lives of the young donor, Trevor K. Ferrell, and his family upside down.

Last December, a television program on urban street people prompted 12-year-old Trevor of Gladwyne, Pa., to ask his parents how he could help. Frank and Alice Ferrell and their son drove into Philadelphia that night to give bedding to a homeless man on the sidewalk in front of the Union League, an exclusive businessmen's club. *(See Education Week, April 4, 1984.)*

Soon, a local weekly newspaper picked up the story and people started volunteering to help Trevor distribute food and coffee to the homeless. And when the national media carried the story, letters and contributions poured in from every state in the nation and foreign countries.

Someone donated a van. A religious leader offered a 33-room mansion in north Philadelphia to be used to house the homeless people. And a local McDonald's restaurant started supplying Big Macs and cheeseburgers for the nightly food runs from the affluent Main Line area of the city to a park on downtown 12th Street.

Trevor appeared numerous times on national television. His story was beamed around the world by the Voice of America. A book is planned for the spring by Harper and Row Publishers. A movie by one of Hollywood's most successful directors is in the works.

And this month, Trevor Ferrell will join Mother Theresa and Mahatma Ghandi as a recipient of the esteemed John-Roger Foundation's International Integrity Award, which includes a grant of $10,000 for each recipient.

### Failed 6th Grade

But as Trevor's father is the first to point out, "It isn't all peaches and cream."

Because of the time and effort he devoted to helping the street people last year, Trevor, who is dyslexic, failed the 6th grade at his local public school and is making up the year at a private school now. Last month, he enrolled in the Woodlynde School in Radnor, which offers small classes for average-to-bright children who have difficulty learning in large classrooms, Mr. Ferrell said in an interview last week.

Last year, when Trevor's actions were publicized, classmates at the Welsh Valley Middle School taunted him, Mr. Ferrell said, calling him "the blanket boy" and "the friend of the bums."

"He came home crying many days," he added. "It's been hard for him, always having to watch everything that he says. But it's something that made him stronger."

And during "Trevor's campaign"—the title one local newspaper gave to the boy's efforts to help the homeless—Mr. Ferrell said he personally was faced with some difficult questions about how deeply he should allow his son to become involved.

"He has created an international awareness," Mr. Ferrell said. "Do I let him do that or do I make him do his homework?"

But Mr. Ferrell said he reconciled the situation by letting Trevor "do his thing," a decision he does not regret. "He's handling it very well," he said.

This year, however, the Ferrells have restricted Trevor's visits into Philadelphia on behalf of the homeless people to two nights a week. And Trevor himself has decided that he does not want to be picked up at his new school in the van, which carries a "Trevor Cares" sign.

### Financial Troubles

Financially, Trevor's campaign is desperately short of money, according to the Ferrells. Mr. Ferrell, who sold a small electronics business to run the campaign, says the dilapidated mansion that was donated to the cause as a shelter needs $25,000 worth of plumbing, among other repairs. With sewage collecting in the basement, Mr. Ferrell refers to the home as "an albatross hanging around my neck."

Emotionally, the Ferrells have had to deal with the stress that the notoriety has brought to their family, which includes three other children. They are also having to answer to people who are questioning their motives for allowing the campaign to escalate to such a degree. Currently, 75 Main Line families are cooking meals for Philadelphia's homeless on a nightly basis and a local social-service agency is coordinating a national campaign that now has chapters in five cities.

"I honestly didn't push him into this," Mr. Ferrell said. "Trevor pulled us. I have doubts in my own head as to how I should have done this, but if I had to do it again, I probably would have done it the same way. I don't question our motives. I feel good about our motives."

Trevor's reaction to the sensation is positive: "I'm glad I'm helping so many people," he said.

PHILA. INQUIRER PHOTO BY LARRY POW

*Trevor, 12, helps a homeless man on Philadelphia street.*

## DATABANK

# Changes in State Fiscal Conditions And Appropriations for Education

*Officials of 31 states named education as the leading budget issue considered in 1984, with Southeastern states placing a "very high priority" on education, according to a 50-state survey conducted by the National Council of State Legislatures. The following tables—showing states' 1984 and 1985 projected end-of-the-year balances as a percentage of general-fund spending and the percentage increase of state appropriations for education—illustrate how education benefited from the states' strengthened financial positions in fiscal 1984. The council notes in its report, "State Budget Actions in 1984," that states should maintain their healthy financial positions into 1985, but cautions that financial reserves remain low.*

### Year-End General-Fund Balances as a Percentage of General-Fund Spending, FY 1984 and FY 1985

| State | 1984 % | 1985 % |
|---|---|---|
| New England: | | |
| Connecticut* | 4.4 | 6.2 |
| Maine | 0.9 | 0 |
| Massachusetts* | 1.0 | 1.0 |
| New Hampshire* | -0.9 | 9.1 |
| Rhode Island | 2.3 | 0.6 |
| Vermont | -10.5 | -5.6 |
| Middle Atlantic: | | |
| Delaware | 13.5 | 11.5 |
| Maryland | 0.1 | 0.1 |
| New Jersey | 8.3 | 10.3 |
| New York | 0.3 | 0.6 |
| Pennsylvania | 1.0 | 0.4 |
| Great Lakes: | | |
| Illinois | 2.3 | 2.2 |
| Indiana | 3.5 | 5.3 |
| Michigan | 5.1 | 7.1 |
| Ohio* | 2.4 | 1.5 |
| Wisconsin | 6.8 | 4.3 |
| Plains: | | |
| Iowa | 0.4 | 0.3 |
| Kansas | 6.4 | 6.4 |
| Minnesota | 5.6 | 3.0 |
| Missouri | 8.7 | 10.5 |
| Nebraska | 1.8 | 4.8 |
| North Dakota | 23.7 | 12.0 |
| South Dakota | 8.0 | 2.8 |
| Southeast: | | |
| Alabama* | 7.1 | 0.7 |
| Arkansas | 2.0 | 1.8 |
| Florida | 1.8 | 3.0 |
| Georgia | 1.1 | 1.2 |
| Kentucky | 3.4 | 4.2 |
| Louisiana | 0 | -0.5 |
| Mississippi* | 0.5 | 0.5 |
| North Carolina | 6.4 | 0 |
| South Carolina | 4.6 | 4.6 |
| Tennessee | 2.6 | 2.2 |
| Virginia* | 1.2 | 0.4 |
| West Virginia | 5.7 | 1.3 |
| Southwest: | | |
| Arizona | 2.4 | 4.0 |
| New Mexico | 8.9 | 6.6 |
| Oklahoma | 0 | 5.4 |
| Texas | 0.9 | 0.1 |
| Rocky Mountain: | | |
| Colorado | 3.4 | 5.4 |
| Idaho* | 3.2 | -3.5 |
| Montana | 11.5 | 6.3 |
| Utah* | 1.5 | 0.1 |
| Wyoming | 83.6 | 66.5 |
| Far West: | | |
| California | 1.8 | 4.5 |
| Nevada | 16.6 | 19.0 |
| Oregon* | 0.8 | 1.5 |
| Washington* | 1.1 | 0.3 |
| Alaska | 11.0 | 2.4 |
| Hawaii | 5.7 | 2.9 |

*** Notes:**

Ala.—Data combines state general fund and Alabama Special Education Trust Fund.

Alaska—The FY 1984 expenditure figure includes some approximations made with an effective date in FY 1984 but which will realistically take place in FY 1985. Amount = $278.4 million. The FY 1985 expenditure figure does not include $300 million which the general fund owes the permanent fund.

Conn.—Includes transportation fund. FY 1985 revenue estimate is a recent update. Of the $89.6 million balance in FY 1985, $4.6 million will remain in the transportation fund, approximately $41 million will go into the Rainy Day Fund, and the balance will be used to pay off debt ahead of schedule.

Idaho—FY 1985 revenues and expenditures exclude $40.4 million above FY 1984 levels resulting from accounting changes. FY 1985 expenditure figure does not reflect an executive order to reduce appropriations by $14.3 million.

Ky.—The ending balance is pledged to the surplus account and is accumulated for FY 1984 and FY 1985.

Mass.—Data denotes consolidated funds.

Miss.—Data excludes all special source funds.

N. H.—FY 1985 revenues and appropriations have not been revised to reflect the fact that revenue has been increasing faster than projected when the budget was enacted last year.

N. D.—Biennial data has been divided into two equal parts. The FY 1984 revenue figure is lower than the FY 1985 revenue figure due to a change in collections (changed from quarterly to monthly). This one-time collection results in an additional $100 million for the first year of the biennium.

Ohio—FY 1984 expenditure figure includes transfer of $87 million to earmarked education fund required by anticipated enactment of S. B. 382; also includes $20-million refund liability due to *American Bank & Trust v. Dallas County*.

Ore.—Biennial data has been divided into two equal parts.

Utah—Includes Uniform School Fund.

Va.—Biennial data has been divided into two equal parts.

Vt.—FY 85 deficit is now expected to be less than indicated above, but no official estimate has been issued.

Wash.—Biennial data has been divided into two equal parts.

Source: "State Budget Actions in 1984," by Steven D. Gold and Corina L. Eckl, pages 4-5. National Conference of State Legislatures, September 1984.

### Percentage Increase In Appropriations for Elementary and Secondary Education

| State | Percent Increase |
|---|---|
| New England: | |
| Connecticut | 12.3 |
| Maine | 7.8 |
| Massachusetts | 11.3 |
| New Hampshire | -1.7 |
| Rhode Island | 11.3 |
| Vermont | 4.7 |
| Mid Atlantic: | |
| Delaware | 7.7 |
| Maryland | 17.5 |
| New Jersey | 9.8 |
| New York | 10.0 |
| Pennsylvania | 7.6 |
| Great Lakes: | |
| Illinois | 2.7 |
| Indiana | 9.5 |
| Michigan | 12.2 |
| Ohio | 7.0 |
| Wisconsin | 6.3 |
| Plains: | |
| Iowa | 6.5 |
| Kansas | 10.6 |
| Minnesota | 5.9 |
| Missouri | 1.5 |
| Nebraska | 0.9 |
| North Dakota | N/A |
| South Dakota | 3.6 |
| Southeast: | |
| Alabama | 18.3 |
| Arkansas | 17.5 |
| Florida | 10.0 |
| Georgia | 10.8 |
| Kentucky | 1.3 |
| Louisiana | 7.5 |
| Mississippi | 2.6 |
| North Carolina | 18.4 |
| South Carolina | 33.3 |
| Tennessee | 22.8 |
| Virginia | 11.5 |
| West Virginia | 15.6 |
| Southwest: | |
| Arizona | 7.9 |
| New Mexico | 7.6 |
| Oklahoma | 3.9 |
| Texas | 24.5 |
| Rocky Mountain: | |
| Colorado | 7.8 |
| Idaho | 15.3 |
| Montana | 4.1 |
| Utah | 10.6 |
| Wyoming | 16.2 |
| Far West: | |
| California | 14.5 |
| Nevada | -0.4 |
| Oregon | 2.3 |
| Washington | 13.7 |
| Alaska | 12.4 |
| Hawaii | -1.8 |

N/A Comparable data was not provided for North Dakota.

Source: "State Budget Actions in 1984," by Steven D. Gold and Corina L. Eckl, page 25. National Conference of State Legislatures, September 1984. The original table also included percentage increase of appropriations for higher education and general fund.

# Schools Seek Public Support With Media Campaigns

*Continued from Page 1*

Flom, chairman of the New York Alliance for the Public Schools, "the more people know about the public schools, the more satisfied they are with them."

### 'We Need To Do More'

"What we're seeing is a greater effort to communicate on the part of the school districts," said Virginia M. Ross, director of public relations for the National School Public Relations Association, a 50-year-old organization representing 1,600 public-information officers employed by school districts, state education departments, and state boards of education.

"There has been a growing awareness that we need to do more. . . . We'd better do a better job of communicating than we are doing."

That awareness, she noted, is in part a response to recent reports, including the National Commission on Excellence in Education's "A Nation at Risk," that recommended school-improvement measures.

"Many districts felt they had been [improving the schools] for some time," Ms. Ross said. "I think they said, 'We're doing this, but the public did not seem to know we were doing this.' "

A second factor in the stepped-up public-relations efforts, Ms. Ross said, is the growing number of adults without children in public schools. According to the U. S. Census Bureau, 72 percent or more of the adults in most communities fit into this category.

"This increases the need [for public awareness] because when you take that group of people and say, 'Where do you get your information about schools?' you find they get it from the media, they do not get it from the local school districts," Ms. Ross noted. "Since those people are the ones whose tax dollars support the schools, there is the need for those people not only to know, but to be involved in their schools."

As the N.A.S.S.P. put it in an introductory pamphlet accompanying its public-awareness kit: "It's not enough to say that schools are good and expect the public to accept that fact."

### Change in Profession

The shift from the public-information office's traditional news-release function to active promotion of local schools is pervasive. The Baltimore County, Md., school system went so far last May as to make the change official by converting its public-information office into a marketing office.

"The whole profession has changed," noted Ms. Ross of the school public-relations association.

Public-school campaigns and promotional efforts have not necessarily been costly for the districts, maintain Ms. Ross and a number of district public-information officers.

"I'm not seeing big jumps in budgets at all," Ms. Ross said. Instead, she said, she finds an emergence of cooperative ventures involving school boards, parents, business representatives, and educators in an effort to promote the public schools. "Groups that seemed to move in isolation before are now forming coalitions," she said.

The corporate sector is playing a major role in many of those coalitions, those involved with school public-relations programs note.

In the campaign sponsored by the New York Alliance for Public Schools, for example, the I.T.T. Corporation produced and underwrote the full-page print advertisements, Chemical Bank is promoting the campaign in branch offices throughout the city, and Time Inc. has provided funds for the publication of a quarterly newsletter for the alliance. An additional 22 corporate sponsors have contributed to this month's campaign.

"Mary's so turned on to reading she forgets to turn on the tv.
GO PUBLIC
Send your child to a New York City public school.
Education
...a sound

### Increased Involvement

Barbara Kudlacek, director of communications for the Topeka (Kan.) Public Schools, said she agrees that the new public-relations efforts need not be expensive.

"Actually, we're spending less, if you adjusted it for inflation," she said. "The switch is more toward involvement kinds of activities rather than publishing and sending information out."

"The research tells me that . . . to get people really committed to something, they need to be really involved in it," she noted. "Very few people's opinions change based on what they read unless they don't have an opinion to begin with. If you really want to get them on the bandwagon, you have to find ways to involve them."

The 15,000-student district's efforts to involve the community in the local schools include an adopt-a-school program with area businesses, a volunteer corps of 5,000 people, and regular meetings between a school principal and a senior citizens' group, according to Ms. Kudlacek.

"When I came here about 10 years ago, we focused on communications in general and just on parents," she noted. "Because we have become more aware of the change in demographics—that only 25 percent of the population are parents—we have really stressed expanding our communications efforts to other groups."

"Tax support to pay for the schools," she added, "comes from the entire community, not just the parents."

Parents, however, do continue to play a role in schools' public-information efforts. For the 5.4-million-member National Congress of Parents and Teachers, for example, citizen involvement has always been viewed as a means of increasing public support for the schools.

"P.T.A.s should be helping promote the good things that are going on in the schools and telling the community about the progress that schools are making," said Tari Marshall, public-relations director for the National P.T.A. "Our members are more aware of the need for such efforts now."

In Dallas, where two-thirds of the adults living in the city have no children in public schools, the public-relations unit of the Dallas Unified School District has expanded its repertory in the last few years.

### New Efforts

"When you start talking about going outside and communicating with people, a lot of the traditional things for us—such as a note sent home with students for parents—won't work any more," said Rodney Davis, director of information services for the district, which employs 50 people in public-relations and communications efforts.

"We're looking for all kinds of ways to get people involved in the schools because people usually support that which they're involved in," he said.

Among the district's programs are a corporate adopt-a-schools project with 2,153 business sponsors; a volunteer program with 12,760 volunteers; a cable-television station that produces educational programs; a graphics and printing department; and 16 telephone lines to handle inquiries and comments from the public, Mr. Davis said.

### Technological Aid

In the Los Angeles Unified School District, which has recently installed word-processing equipment to double its output of news releases to the local press, there has been a "tremendous" response to the effort, according to Eva S. Hain, director of the public-information unit.

The stepped-up coverage of education in the press and the resultant increased awareness of the public has paid off, Ms. Hain said. "Education has become a topic of general concern, and in the last two years, the California state legislature has given additional funds for improving schools and school programs. We are making sure from our end that legislators in the community know that that money is being well spent."

"Building a high degree of confidence in schools and in educators among members of the general public is a goal of all of us," wrote Dale E. Graham, president of N.A.S.S.P., in a letter introducing the association's public-awareness kit. "If all of us spend a little time this year and in subsequent years to build greater support for education, students, educators, and the broader community will benefit."


## Do Your School a Favor.

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Every school, readers have told us, should have one subscription that is readily available to teachers and administrators so they can keep up with news and developments in their profession.

You can use one of the order cards on page 7 of this issue.


## DATABANK

### Independent Schools Report Decline in Total Donations

Overall giving to independent elementary and secondary schools decreased by 5.2 percent in 1982-83, according to a report from the Council for Financial Aid to Education.

But all types of annual giving, donations made by alumni and others to annual solicitations and usually applied to schools' operating budgets, increased between 1981-82 and 1982-83, according to a review of the survey data by the National Association of Independent Schools.

The independent-schools group joined the C.F.A.E. and the Council for Advancement and Support of Education, a higher-education organization, in co-sponsoring the report.

According to the report—the 24th annual edition of the *Survey of Voluntary Support of Education*—giving to independent schools declined from a total of $295 million in 1981-82 to $276 million the next year.

The report was based on surveys of 480 schools in 1982-83 and 486 schools in 1981-82. The 390 schools that responded to both surveys reported a decline in overall gift support of 5.4 percent.

#### Capital Donations

A decrease in funds from "capital" gifts, usually one-time contributions that are used to build endowments or buildings, accounted for the overall decline in donations, according to the report. Such gifts amounted to $167.3 million at the 480 schools surveyed in 1982-83, down from $198.5 million at 486 schools in 1981-82.

The report attributed the decline in capital-gift totals to several unusually large gifts made during the 1981-82 school year. An official of the N.A.I.S. noted that Albuquerque Academy in New Mexico received a gift of approximately $25 million that year. In general, capital contributions have been rising in recent years, the official said.

#### Annual Giving

According to the N.A.I.S., total annual-giving revenue at independent schools rose by 13 percent from the previous year, from $81.6 million to $92.5 million. The schools surveyed in 1982-83 received an average of $192,800 each in annual-giving donations, compared with an average of $167,900 the year before.

Among the other N.A.I.S. findings:

- Giving by alumni increased by 11 percent from 1981-82 to 1982-83, to $33.5 million, and more alumni responded to annual-giving solicitations—28.1 percent responded in 1982-83 versus 26.7 percent in 1981-82. The average alumni gift rose 2.7 percent, from $118 to $121.
- Giving by non-alumni parents rose from $25.2 million to $28.9 million; the number of donors rose from 107,395 to 116,743.
- Donations from corporate sources rose to an all-time high of $12.5 million in 1982-83, an increase of 12.3 percent from the previous year. Corporate contributions totaled 4.5 percent of overall giving to independent schools. —T.T.

DATABANK

# Private Schools With Highest '82-'83 Support

| Private Secondary and Elementary Schools | Enrollment | Volume of Support (in dollars): Grand Total of Support | Current Operations | Capital Purposes | Sources of Support (in dollars): Corporations and Business | Religious Denominations | Alumni | Non-Alumni Individuals | Foundations | Other Groups and Sources | Support Through The Annual Fund: Total Number of Alumni of Record | Number of Alumni Solicited | Number of Alumni Donors | Dollar Value of Alumni Gifts | Vital Statistics (in dollars): Expenditures—Educational, General, and Student Aid | Endowment—Market Value |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Asheville School, N. C. | 211 | 1,485,628 | 201,186 | 1,284,440 | 27,429 | 0 | 649,613 | 221,851 | 586,733 | 0 | 2,715 | 2,210 | 433 | 115,925 | 1,864,569 | 3,400,000 |
| Baylor School, Tenn. | 598 | 1,216,453 | 513,509 | 702,944 | 10,290 | 0 | 506,848 | 104,205 | 585,110 | 0 | 4,213 | 4,213 | 1,104 | 339,079 | 4,112,884 | 17,000,000 |
| Berkshire School, Mass. | 438 | 1,286,479 | 329,688 | 956,791 | 31,589 | 0 | 676,560 | 326,103 | 52,227 | 0 | 3,250 | 3,075 | 1,022 | 139,335 | 3,984,736 | 2,100,000 |
| Bishop's School, Calif. | 498 | 1,078,479 | 168,364 | 890,115 | 55,329 | 7,418 | 46,144 | 484,206 | 485,382 | 0 | 2,912 | 2,346 | 313 | 23,039 | 2,502,243 | 1,172,735 |
| Blair Academy, N. J. | 345 | 2,604,612 | 294,859 | 2,309,753 | 19,873 | 2,875 | 2,314,222 | 142,642 | 68,000 | 57,000 | 4,409 | 4,489 | 1,080 | 134,090 | 1,857,629 | 7,347,565 |
| Blake Schools, Minn. | 1,115 | 2,449,735 | 511,390 | 1,938,345 | 413,405 | 0 | 931,770 | 884,465 | 215,495 | 4,800 | 3,500 | 3,500 | 1,071 | 116,930 | 6,016,522 | 8,391,542 |
| Bolles School, Fla. | 950 | 1,851,393 | 235,055 | 1,616,358 | 451,092 | 0 | 673,055 | 303,165 | 334,081 | 0 | 7,375 | 3,455 | 655 | 95,055 | 3,765,000 | 2,000,000 |
| Brearly School, N. Y. | 617 | 1,593,743 | 544,888 | 1,048,855 | 30,501 | 0 | 620,770 | 791,771 | 119,750 | 30,951 | 3,166 | 2,923 | 1,188 | 216,672 | 3,807,994 | 7,012,334 |
| Brooks School, Mass. | 322 | 1,145,556 | 393,306 | 752,248 | 36,757 | 0 | 644,648 | 21,001 | 432,000 | 11,150 | 2,112 | 1,950 | 863 | 129,225 | 3,874,296 | 15,405,500 |
| Canterbury School, Conn. | 295 | 1,402,539 | 203,567 | 1,198,972 | 0 | 0 | 1,049,584 | 301,755 | 51,200 | 0 | 2,484 | 2,369 | 693 | 114,490 | 2,970,506 | 962,656 |
| Cate School, Calif. | 233 | 1,704,732 | 333,530 | 1,371,202 | 56,676 | 0 | 358,293 | 566,344 | 723,419 | 0 | 1,450 | 1,450 | 471 | 94,516 | 2,827,346 | 3,985,715 |
| Chapin School, N. Y. | 306 | 1,450,539 | 360,173 | 1,090,366 | 55,488 | 0 | 494,759 | 780,592 | 119,700 | 0 | 2,977 | 2,728 | 1,023 | 133,916 | 3,747,911 | 9,522,292 |
| Chatham Hall, Va. | 156 | 1,324,451 | 296,455 | 1,027,996 | 19,103 | 0 | 395,322 | 353,526 | 556,500 | 0 | 3,024 | 2,763 | 1,045 | 141,078 | 1,659,761 | 2,969,284 |
| Choate Rosemary Hall, Conn. | 976 | 3,098,779 | 1,241,626 | 1,857,153 | 74,720 | 0 | 1,751,301 | 596,726 | 676,032 | 0 | 10,420 | 9,746 | 3,912 | 730,238 | 11,708,825 | 30,656,295 |
| Collegiate Schools, Va. | 1,370 | 1,008,783 | 314,784 | 693,999 | 1,436 | 0 | 73,910 | 599,728 | 160,000 | 173,709 | 2,906 | 2,800 | 676 | 35,853 | 4,471,000 | 1,781,934 |
| Cranbrook School, Mich. | 1,415 | 1,240,255 | 901,791 | 338,464 | 50,302 | 0 | 280,877 | 672,226 | 236,850 | 0 | 6,477 | 5,616 | 1,884 | 151,685 | 10,498,800 | 7,750,800 |
| Culver Educational Foundation, Calif. | 812 | 3,257,373 | 889,257 | 2,368,116 | 314,552 | 0 | 1,272,315 | 189,784 | 548,520 | 932,202 | 9,150 | 9,150 | 1,469 | 454,826 | 10,111,296 | 29,912,000 |
| Curtis School, Calif. | 388 | 2,091,655 | 1,617,014 | 474,641 | 43,071 | 0 | 3,702 | 379,182 | 30,000 | 1,635,700 | 1,220 | 900 | 25 | 2,654 | 1,900,000 | 4,600,000 |
| Dalton School, N. Y. | 1,236 | 1,253,040 | 459,367 | 793,673 | 12,033 | 0 | 31,190 | 1,169,817 | 40,000 | 0 | 2,292 | 2,292 | 185 | 6,510 | 7,133,136 | 2,397,242 |
| Dana Hall School, Mass. | 449 | 1,189,653 | 306,673 | 862,980 | 14,138 | 0 | 562,928 | 518,909 | 56,000 | 17,680 | 6,133 | 5,813 | 2,143 | 179,183 | 4,188,330 | 5,275,500 |
| Deerfield Academy, Mass. | 556 | 2,317,845 | 1,443,999 | 873,846 | 85,587 | 0 | 1,173,121 | 473,261 | 583,226 | 650 | 8,830 | 8,269 | 4,349 | 800,709 | 7,837,154 | 31,980,663 |
| Fort Worth Country Day School, Tex. | 803 | 1,268,594 | 295,927 | 972,667 | 3,575 | 0 | 5,587 | 185,757 | 967,835 | 105,860 | 992 | 602 | 185 | 5,487 | 3,392,497 | 2,406,784 |
| Foxcroft School, Va. | 199 | 1,377,893 | 282,294 | 1,095,599 | 16,364 | 0 | 651,845 | 98,179 | 613,505 | 0 | 1,912 | 1,836 | 786 | 137,107 | 2,900,875 | 7,883,116 |
| Georgetown Visitation Prep. School, D. C. | 380 | 1,136,278 | 185,278 | 951,000 | 3,220 | 0 | 928,391 | 34,799 | 38,100 | 71,768 | 4,074 | 3,824 | 1,042 | 50,146 | 1,350,776 | 777,750 |
| Gilman School, Md. | 906 | 1,211,254 | 290,167 | 921,087 | 22,133 | 0 | 720,602 | 285,989 | 173,905 | 8,625 | 3,645 | 3,645 | 1,641 | 152,590 | 4,675,901 | 8,900,000 |
| Gilmour Academy, Ohio | 464 | 1,020,544 | 339,249 | 681,295 | 11,365 | 0 | 48,456 | 723,851 | 90,867 | 146,003 | 1,860 | 1,400 | 583 | 41,310 | 2,799,563 | 1,202,051 |
| Greenwich Country Day School, Conn. | 703 | 1,391,663 | 248,534 | 1,146,129 | 79,283 | 0 | 53,405 | 957,251 | 140,144 | 161,500 | 2,200 | 2,000 | 151 | 16,663 | 3,219,006 | 3,990,962 |
| Groton School, Mass. | 311 | 2,998,719 | 615,904 | 2,382,815 | 31,707 | 0 | 1,971,125 | 676,487 | 319,400 | 0 | 2,514 | 2,064 | 1,373 | 333,213 | 3,693,992 | 29,556,296 |
| Hawken School, Ohio | 805 | 1,138,210 | 376,304 | 761,906 | 1,430 | 0 | 666,822 | 275,660 | 124,298 | 50,000 | 1,973 | 1,871 | 940 | 94,899 | 4,893,872 | 5,212,851 |
| Heritage Hall School, Okla. | 912 | 1,229,350 | 15,041 | 1,214,309 | 27,650 | 0 | 0 | 1,188,594 | 13,106 | 0 | 1,000 | 0 | 0 | 0 | 2,671,995 | 189,574 |
| Hill School, Pa. | 498 | 1,290,304 | 841,439 | 448,865 | 44,666 | 0 | 860,848 | 203,836 | 180,954 | 0 | 6,995 | 6,914 | 2,651 | 527,626 | 5,290,778 | 19,992,000 |
| Holland Hall School, Okla. | 995 | 3,619,547 | 227,013 | 3,392,534 | 10,116 | 0 | 2,504 | 3,606,927 | 0 | 0 | NA | NA | 46 | 2,504 | 3,565,323 | 13,259,856 |
| Hotchkiss School, Conn. | 527 | 3,007,040 | 1,296,935 | 1,710,105 | 149,848 | 0 | 2,174,319 | 235,986 | 408,187 | 38,700 | 6,161 | 6,028 | 2,820 | 889,391 | 7,282,000 | 46,200,000 |
| Kent School, Conn. | 638 | 1,581,435 | 560,765 | 1,020,670 | 67,598 | 0 | 1,046,685 | 263,551 | 50,000 | 153,601 | 4,872 | 4,585 | 1,745 | 221,685 | 7,298,746 | 6,351,311 |
| Kinkaid School, Tex. | 1,218 | 1,417,311 | 1,072,764 | 344,547 | 112,164 | 0 | 216,522 | 592,383 | 147,600 | 348,642 | 3,300 | 3,300 | 169 | 206,372 | 5,675,994 | 9,654,631 |
| Kiskiminetas Springs School, Pa. | 267 | 3,223,415 | 124,223 | 3,099,192 | 6,325 | 0 | 3,011,200 | 49,195 | 156,695 | 0 | 3,249 | 3,249 | 504 | 67,484 | 2,161,000 | 3,486,000 |
| Lawrenceville School, N. J. | 652 | 2,208,316 | 1,150,065 | 1,058,251 | 122,535 | 0 | 1,532,756 | 360,355 | 190,670 | 0 | 10,453 | 10,316 | 3,801 | 823,043 | 8,784,929 | 50,000,565 |
| Loomis Chaffee School, Conn. | 714 | 1,186,955 | 558,912 | 628,043 | 45,888 | 0 | 769,355 | 156,277 | 169,940 | 45,495 | 7,929 | 6,804 | 1,924 | 294,088 | NA | 14,816,017 |
| Low-Heywood Thomas School, Conn. | 284 | 1,119,374 | 90,435 | 1,028,939 | 6,555 | 0 | 10,474 | 102,345 | 1,000,000 | 0 | 1,500 | 1,400 | 220 | 10,474 | 1,356,684 | 375,000 |
| McCallie School, Tenn. | 657 | 1,425,683 | 524,107 | 901,556 | 212,923 | 0 | 762,591 | 137,565 | 286,427 | 26,157 | 5,300 | 5,050 | 2,065 | 282,221 | 4,227,334 | 4,291,712 |
| Madeira School, Va. | 336 | 1,619,185 | 533,106 | 1,086,059 | 7,606 | 0 | 535,223 | 316,662 | 759,475 | 0 | 4,935 | 3,668 | 1,760 | 363,666 | 3,579,602 | 6,600,000 |
| Marlborough School, Calif. | 480 | 1,158,656 | 278,127 | 880,529 | 3,771 | 0 | 124,211 | 315,886 | 714,000 | 788 | 3,712 | 3,712 | 729 | 90,005 | 2,589,662 | 4,000,000 |
| Marymount High School—Ventwood, Calif. | 340 | 1,937,929 | 567,329 | 1,370,600 | 63,000 | 50 | 44,211 | 156,500 | 1,617,550 | 56,618 | 2,500 | 1,850 | 150 | 29,620 | 1,266,700 | 142,000 |
| Mercersburg Academy, Pa. | 389 | 1,261,304 | 408,866 | 812,438 | 38,516 | 5,154 | 853,201 | 85,826 | 253,235 | 15,572 | 9,256 | 9,256 | 3,223 | 311,283 | 4,046,268 | 8,792,936 |
| Milton Academy, Mass. | 892 | 1,793,436 | 1,113,492 | 679,946 | 53,197 | 0 | 948,065 | 485,136 | 307,050 | 0 | 5,312 | 5,122 | 2,329 | 352,154 | 8,109,525 | 21,289,443 |
| Miss Porter's School, Conn. | 309 | 2,430,474 | 633,512 | 1,796,962 | 38,516 | 0 | 1,530,395 | 677,938 | 181,500 | 2,125 | 4,670 | 4,247 | 2,367 | 393,137 | 3,564,967 | 14,044,796 |
| Noble and Greenough School, Mass. | 426 | 1,222,162 | 330,781 | 891,381 | 80,337 | 0 | 714,414 | 399,760 | 0 | 27,651 | 2,112 | 2,112 | 1,187 | 169,776 | 3,558,958 | 6,423,005 |
| North Shore Country Day School, Ill. | 408 | 1,008,674 | 333,038 | 675,636 | 118,386 | 0 | 419,906 | 343,097 | 6,750 | 120,535 | 2,720 | 2,544 | 619 | 64,809 | 2,773,800 | 1,385,692 |
| Northfield Mount Hermon School, Mass. | 1,152 | 2,560,871 | 1,057,609 | 1,503,262 | 63,352 | 0 | 908,626 | 831,840 | 757,053 | 0 | 20,960 | 20,750 | 5,010 | 592,304 | 13,631,108 | 30,952,780 |
| Pembroke-Country Day School, Mo. | 496 | 1,527,910 | 311,647 | 1,216,263 | 28,755 | 0 | 225,170 | 1,150,750 | 67,235 | 56,000 | 1,969 | 1,969 | 1,146 | 133,623 | 2,897,937 | 1,553,527 |
| Phillips Academy Andover, Mass. | 1,216 | 5,414,263 | 1,787,245 | 3,627,018 | 227,954 | 0 | 3,236,270 | 821,815 | 1,065,739 | 62,485 | 21,877 | 17,577 | 6,850 | 1,152,695 | 16,433,894 | 102,643,949 |
| Phillips Exeter Academy, N. H. | 971 | 6,159,819 | 1,578,387 | 4,581,432 | 260,855 | 0 | 4,046,582 | 527,979 | 1,324,403 | 0 | 17,523 | 15,484 | 7,049 | 1,256,434 | 13,657,453 | 70,203,323 |
| Pine Crest Preparatory School, Fla. | 1,380 | 1,073,170 | 215,218 | 857,952 | 118,584 | 0 | 10,820 | 858,766 | 85,000 | 0 | 2,170 | 1,500 | 70 | 6,000 | 7,729,750 | 1,599,341 |
| Pingry School, N. J. | 750 | 2,114,288 | 264,276 | 1,850,012 | 20,400 | 0 | 512,702 | 693,926 | 887,260 | 0 | 3,025 | 3,025 | 922 | 100,954 | 5,579,570 | 869,092 |
| Polytechnic School, Calif. | 740 | 1,096,304 | 476,295 | 620,009 | 44,941 | 0 | 266,367 | 488,331 | 181,665 | 135,000 | 3,100 | 2,729 | 697 | 91,335 | 3,518,361 | 4,925,267 |
| Portsmouth Abbey School, R. I. | 355 | 1,363,423 | 570,134 | 793,289 | 28,373 | 0 | 475,981 | 798,069 | 61,000 | 0 | 1,909 | 1,738 | 640 | 132,803 | 2,448,112 | 3,538,129 |
| Punahou School, Hawaii | 3,700 | 2,301,880 | 1,011,116 | 1,290,764 | 229,963 | 0 | 947,780 | 803,960 | 320,197 | 0 | 18,086 | 17,039 | 4,117 | 341,444 | 12,873,605 | 17,000,000 |
| Renbrook School, Conn. | 474 | 1,709,781 | 137,107 | 1,572,674 | 19,695 | 0 | 33,044 | 1,625,442 | 10,000 | 21,600 | 1,497 | 1,497 | 174 | 11,274 | 2,167,000 | 937,000 |
| Riverdale Country School, N. Y. | 978 | 1,005,787 | 426,263 | 579,524 | 3,400 | 0 | 40,761 | 863,001 | 98,625 | 0 | 3,500 | 2,800 | 307 | 28,219 | 5,405,562 | 931,380 |
| St. Christopher's School, Va. | 576 | 1,004,285 | 308,229 | 696,056 | 40,952 | 0 | 580,963 | 289,076 | 83,294 | 0 | 3,044 | 2,774 | 1,573 | 170,400 | 5,264,375 | 2,145,477 |
| St. John's School, Tex. | 1,072 | 1,819,813 | 550,278 | 1,269,535 | 21,125 | 0 | 137,633 | 724,799 | 936,256 | 0 | 1,891 | 1,675 | 807 | 91,537 | 5,175,927 | 6,411,819 |
| St. Mark's School, Mass. | 314 | 1,402,998 | 447,498 | 955,500 | 35,560 | 0 | 848,829 | 259,859 | 218,750 | 0 | 2,523 | 2,295 | 1,272 | 316,328 | 3,369,771 | 13,721,843 |
| St. Mark's School of Texas, Tex. | 710 | 1,547,158 | 740,934 | 806,224 | 30,565 | 0 | 216,416 | 747,892 | 486,286 | 65,000 | 1,877 | 1,721 | 1,094 | 180,444 | 4,197,943 | 11,437,653 |
| St. Mary's Hall, Tex. | 738 | 1,173,690 | 373,195 | 800,495 | 3,573 | 100 | 118,376 | 422,914 | 630,727 | 0 | 2,319 | 2,319 | 298 | 80,737 | 1,235,927 | 4,278,740 |
| St. Paul's School, N. H. | 499 | 2,863,052 | 973,500 | 1,889,552 | 150,151 | 0 | 1,543,012 | 510,289 | 659,600 | 0 | 6,530 | 5,699 | 2,849 | 484,240 | 9,777,699 | 80,200,000 |
| St. Timothy's School, Md. | 121 | 1,982,516 | 307,564 | 1,674,952 | 16,432 | 0 | 878,450 | 195,487 | 888,100 | 4,047 | 2,700 | 2,602 | 1,311 | 211,989 | 1,922,454 | 3,415,604 |
| Sidwell Friends School, D. C. | 1,005 | 1,177,552 | 557,002 | 620,550 | 24,097 | 7,000 | 184,235 | 748,174 | 213,955 | 91 | 3,257 | 3,157 | 873 | 48,000 | 5,891,997 | 1,176,848 |
| Stony Brook School, N. Y. | 381 | 1,116,021 | 457,976 | 658,045 | 0 | 3,164 | 357,345 | 535,425 | 200,644 | 19,443 | 2,529 | 2,250 | 948 | 164,039 | 3,101,526 | 2,328,793 |
| Taft School, Conn. | 523 | 3,496,333 | 811,049 | 2,685,284 | 0 | 0 | 2,075,835 | 772,498 | 648,000 | 0 | 5,500 | 5,345 | 2,425 | 542,407 | 4,349,909 | 18,103,126 |
| Thacher School, Calif. | 228 | 1,258,947 | 378,187 | 880,760 | 18,849 | 0 | 859,697 | 229,576 | 145,400 | 5,425 | 2,208 | 1,693 | 831 | 212,275 | 2,364,076 | 5,704,635 |
| Trinity Valley School, Tex. | 635 | 1,390,709 | 113,160 | 1,277,549 | 0 | 0 | 4,126 | 82,879 | 1,289,151 | 14,553 | NA | NA | 22 | 4,126 | 2,007,960 | 1,971,296 |
| University School, Ohio | 797 | 1,204,958 | 663,629 | 541,329 | 33,012 | 0 | 680,539 | 286,906 | 204,501 | 0 | 3,962 | 3,850 | 1,676 | 358,917 | 4,467,656 | 4,830,000 |
| University School Milwaukee, Wis. | 769 | 1,553,219 | 300,806 | 1,252,413 | 118,910 | 0 | 785,774 | 302,465 | 316,020 | 30,050 | 6,000 | 6,000 | 715 | 135,717 | 3,496,484 | 5,101,246 |
| Ursuline Academy of Dallas, Tex. | 700 | 1,533,090 | 322,281 | 1,210,809 | 39,350 | 0 | 105,069 | 968,428 | 380,685 | 40,538 | 3,600 | 3,200 | 531 | 63,227 | 1,878,976 | 3,290,000 |
| Virginia Episcopal School, Va. | 258 | 1,413,338 | 232,405 | 1,180,933 | 23,993 | 600 | 472,681 | 353,556 | 562,508 | 0 | 2,495 | 2,233 | 1,023 | 128,101 | 1,739,924 | 2,047,992 |
| Western Reserve Academy, Ohio | 340 | 1,649,013 | 314,706 | 1,334,307 | 89,507 | 275 | 911,308 | 265,150 | 379,814 | 2,959 | 3,200 | 3,200 | 1,388 | 146,251 | 3,779,220 | 19,035,977 |
| Westminster School, Conn. | 334 | 2,007,437 | 342,635 | 1,744,802 | 89,721 | 2,500 | 757,977 | 462,949 | 774,090 | 200 | 2,275 | 2,23 | 805 | 110,388 | 1,424,235 | 6,467,197 |
| Westminster Schools, Ga. | 1,691 | 1,013,096 | 525,878 | 487,218 | 28,615 | 0 | 194,374 | 649,507 | 161,975 | 10,625 | 7,400 | 6,800 | 2,023 | 154,899 | 7,599,225 | 10,753,630 |
| Westover School, Conn. | 172 | 2,308,724 | 334,589 | 1,974,135 | 37,578 | 0 | 1,942,697 | 115,825 | 208,124 | 4,200 | 3,115 | 2,850 | 1,443 | 211,659 | 2,093,100 | 4,692,049 |
| Westtown School, Pa. | 617 | 1,152,843 | 356,599 | 796,244 | 33,947 | 83,156 | 427,565 | 474,165 | 124,000 | 10,010 | 6,194 | 5,229 | 1,206 | 129,709 | 4,000,000 | 9,000,000 |
| Woodberry Forest School, Va. | 389 | 2,641,036 | 950,354 | 1,390,682 | 36,773 | 0 | 1,422,445 | 277,182 | 904,636 | 0 | 5,091 | 4,020 | 2,080 | 333,953 | 2,468,847 | 16,935,378 |

Source: *1982-1983 Voluntary Support of Education*, prepared by the Council for Financial Aid to Education and jointly sponsored by the Council for Advancement and Support of Education and the National Association of Independent Schools